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terms than those of passionless matter-of-fact. This manner of knowledge has occupied an increasing share of men's attention in the past, since it bears in a decisive way upon the minor affairs of workday life; but it has never until now been put in the first place as the dominant note of human culture. The normal man, such as his inheritance has made him, has therefore good cause to be restive under its dominion."

HENRY W. THURSTON

CHICAGO JUVENILE COURT

*School Funds and Their Apportionment.* By ELLWOOD P. CUBBERLEY. Published by Teachers College, Columbia University, 1905. Pp. 255. \$1.50.

One of the difficult problems of school administration is that of school maintenance. Adequate instruction calls for a careful financing of the public-school system, and the expense of public education has become so great that only the shrewdest methods should be in control. The indisposition of many to contribute freely to the support of the schools is largely due to the want of adequate returns from their investments. A partial remedy is to be found in "a more general equalization of both the burdens and the advantages of educators." This is the topic studied by the author.

In current pedagogical literature there is frequent discussion of this problem. Such discussion, however, is largely that of personal opinion based on very limited observation. On the other hand, Dr. Cubberley has used a strictly scientific method: he has collected an enormous amount of detailed data relative to school funds. These facts he has carefully studied, and has by them been led to very definite conclusions. The author begins his study with the hypothesis that there are great inequalities in the burden of supporting the public schools, and that these can be much lessened by a modification of the method of distributing school funds.

Chapters 2, 3, and 4 set forth these inequalities. Massachusetts is first taken as a type. It is seen that the burden of supporting schools in various localities is generally in inverse ratio to the means of support, as measured by the wealth of such localities. A study of several other states shows the same relation. If, as is here maintained, the schools are for the commonweal rather than for individuals and for towns, then this situation is unfortunate. These inequalities are largely due to the centralization of population, industry, and wealth. In the larger centers the wealth increases more rapidly than the population. This increases the inequalities in the burden of supporting public schools under present arrangements for distributing school funds.

Chapters 7-12 discuss nine distinct methods of distributing school funds, no one of which is found adequate. That on the basis of taxes, property valuation, or total population has no educational significance at all. The last one is also very inaccurate. All but four of the states and territories take a school census and use this, at least in part, as a basis for distribution of school funds. This is the most common basis used, but is also one of the most defective. This, with the enrolment and average membership bases, is found guilty of "padding" to increase the income. The daily "average attendance" basis approaches that of "payment by results," but it neglects the length of the school term and is otherwise defective. Since the leading expense is the payment of teachers, the number of teachers employed would be a good basis, if used in combination with other methods. This would place a premium on the employment of more teachers.

The constructive portion of this study is in chap. 13, which sets forth a combination basis emphasizing distribution largely determined by local effort and local

needs. Four principles are prominent: (1) "The purpose is not to equalize taxes for education throughout the state, but only to equalize them down to a determined minimum;" (2) "Whatever aid is granted to equalize burdens should be granted only on formal application, accompanied by information as to conditions;" (3) "Such grants should bear some direct relation to the educational efforts made by a community;" (4) "All such grants ought to be regarded as temporary assistance until such needy communities can become able to properly maintain their own schools." The whole study emphasizes helping most the small and worthy districts in special need, but insists upon encouraging local schools to be self-supporting.

This study is too verbose; it abounds in needless repetition; it is cumbered with minute details not essential. Fewer data, more carefully selected, more thoroughly studied and discussed, would have strengthened the work. But, in spite of this, the author has contributed a most valuable work. It should go to every state superintendent, to the committee on education in every state legislature, and to all who may influence the distribution of school funds.

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*Argumentation and Debate.* By CRAVEN LAYCOCK AND ROBERT LEIGHTON SCALES. New York: The Macmillan Co.

The call for a purely intellectual sport as a foil and an offset to the overwhelming athleticism in our colleges has developed within recent years the intercollegiate debate. As a result, there has been a "growing recognition of the importance of argumentation as a separate subject of study in American colleges." In reality a new subject has been created and added to the curriculum, an eclectic creation made up from fragments of three or four older sciences: rhetoric, formal logic, legal procedure, and oratory. The textbooks that have resulted from this new demand have differed from one another in just so far as they have emphasized one or another of these primary elements. One recent book might be placed on the same shelf as the logics, another might be easily classed with books on court procedure, and still another is but Part IV of the practical rhetoric.

In *Argumentation and Debate*, by Laycock and Scales, an attempt has been made to find a judicious mean between these extremes, to unify the subject, and to make of the four fragments of sciences a distinct art. To what extent they have succeeded opinions may differ, but with at least one who has taught the book to two classes in several divisions the conviction is strong that no new art "demanding investigation for its own sake" has been evolved. The desire for immediate utility dominates the book. It is not logic, or rhetoric, or court procedure; in the last analysis it is a handbook made up of component elements taken from all three, a handbook for the training of intercollegiate debaters. The authors have not realized it, but the decision of the judges has been continually before their minds. The demand of the day is that the department of oratory shall furnish a winning team, and accordingly this book has been evolved for developing debating material.

Parts of the book are excellently done. The chapter on brief-drawing is the best to be found anywhere; the advice in the appendix is practical and helpful. But the book, on the whole, is diffuse. The author takes a page to say: "When you collect